

MY YEAR 1 MUSIC PASSPORT:

TERM 1

TERM 2

TERM 3

SINGING

I can sing three note songs from memory, and I can tell when to start and stop.

I can sing five note call and response songs from memory, and understand counting in.

I can copy and follow directions for loud, medium loud and soft singing.

LISTENING

I can listen to short extracts of different pieces of music and think about what the music might be describing.

I can find the pulse of different pieces of music and tap along.

I can copy the rhythm of a short section of music. I know the difference between rhythm and pulse.

COMPOSING

I can improvise a four beat pattern for others to copy.

I can make up sequences of long, short, high and low sounds.

I can create and combine musical sounds and sound effects to tell a story.

MUSICIANSHIP/ PERFORMANCE

I can take part in copying and creating rhythm pattern chants.

I can march to the pulse, speeding up and slowing down with the tempo of the music. I can perform a rhythmic ostinati over a steady beat.

I know the difference between a rhythmic pattern and a pitch pattern. I can perform simple songs from memory.

MY YEAR 2 MUSIC PASSPORT:

TERM 1

TERM 2

TERM 3

SINGING

I can sing five note songs from memory, and follow signs for start, stop, loud and soft.

I can sing simple songs in two part rounds (canon).

I can respond to signs for getting louder, getting softer and pause.

LISTENING

I can listen to short extracts of different pieces of music and think about what the music might be describing.

I can join in with the pulse of the music and respond to changes in speed (tempo).

I can group the beats of the pulse into two or three.

COMPOSING

I can play or clap copycat rhythms, copying a leader and inventing rhythms for others to copy.

I can use stick notation for crotchet rests, crotchets and quavers to compose short pieces.

I can work with a partner to create simple question and answer phrases.

MUSICIANSHIP/ PERFORMANCE

I can indicate pitch changes of short phrases using different actions.

I can create rhythms using word phrases and represent them with stick notation. I can copy short rhythms and create new answer phrases.

I know the meaning of tempo, dynamics, pitch and rhythm. I know the difference between creating a rhythm pattern and a pitch pattern.

MY YEAR 3 MUSIC PASSPORT:

TERM 1

TERM 2

TERM 3

SINGING

I can sing a range of unison songs tunefully and expressively in assemblies with my class choir.

I can perform a range of action songs confidently and in time.

I can sing a range of two part songs.

LISTENING

I can listen to short extracts of different pieces of music and think about what the music might be describing.

I can identify and describe musical features of different pieces of music: tempo - allegro (fast), adagio (slow); dynamics - loud (forte), soft (piano).

I understand and recognise different textures: unison, solo, layered.
I can sing or playback simple melodies.

COMPOSING

I can improvise short responses in various settings. I can record ideas using graphic scores and dot notation.

I can structure musical ideas to create a beginning, middle and end, and use the staff, lines, spaces, treble clef, crotchets and quavers for recall of ideas.

I can compose to a variety of stimuli - stories, pictures, poems etc., and compose rhythmic ostinati to accompany songs.

MUSICIANSHIP/ PERFORMANCE

I can individually copy (echo) stepwise short melodic phrases at different speeds.

I can play or sing using stave notation ranging from middle C to E.

I can perform short melodic question and answer phrases in pairs, small group ensembles and whole class.

MY YEAR 4 MUSIC PASSPORT:

TERM 1

TERM 2

TERM 3

SINGING

I can sing a range of unison songs of varying styles and structures with a pitch range of an octave.

I can sing rounds and part songs in 2, 3 and 4 time, forte and piano, with crescendo (getting louder) and diminuendo (getting softer).

I can sing songs with small and large leaps as well as a simple second vocal harmony part.

LISTENING

I can listen to short extracts of different pieces of music and think about what the music might be describing.

I can compare different pieces of music from different traditions; thinking about texture, instrumentation, dynamics and tempo.

I can recognise and identify the articulation of sounds: short, detached notes (staccato) and long, smooth notes (legato).

COMPOSING

I can combine rhythmic notation with letter names to create short compositions, using quavers, crotchets and minims.

I can compose music to create a specific mood, and capture ideas using graphic scores, rhythm notation, staff notation or technology.

I can compose music in two simple parts, in pairs, small groups and whole class, combining different rhythms, pitches or instruments.

MUSICIANSHIP/ PERFORMANCE

I can follow and perform simple rhythmic scores to a steady beat, and sing back (echo) five note melodic patterns.

I can play and perform melodies using stave notation with a five note range.

I can perform rhythmic ostinato patterns in 2, 3 or 4 time, emphasising beat 1. I can speed up (accelerando) and slow down (rallentando), and articulate long (legato) and short (staccato) sounds.

MY YEAR 5 MUSIC PASSPORT:

TERM 1

TERM 2

TERM 3

SINGING

I can perform a broad range of songs tunefully and with expression, responding to visual signs and symbols.

I can sing songs in major and minor keys: partner songs, rounds, songs in two part harmony and songs with verses and chorus.

I can sing songs with both small and large leaps, with appropriate phrasing, accurate pitch and awareness of major and minor keys.

LISTENING

I can listen to short extracts of different pieces of music and think about what the music might be describing.

I can compare texture, instrumentation, dynamics, tempo, pitch of different pieces of music. I can perform and compare rhythmic patterns from some of the music listened to.

I can begin to identify whether music is in a major or minor key, and discuss the mood of different pieces - what were they written for and/or about.

COMPOSING

I can improvise over a drone using melodic instruments and develop a sense of shape using question and answer phrases.

I can improvise over a simple groove, responding to the beat and developing melodic shape.

I can compose a short ternary piece (ABA) with a partner, and use chords to compose music to evoke a specific atmosphere, mood or environment.

MUSICIANSHIP/ PERFORMANCE

I can play melodies using staff notation with a range of an octave.

I understand how triads are formed, and how to play them in simple accompaniments to familiar songs.

I understand the difference between 2/4, 3/4 and 4/4 time signatures, and can perform a range of pieces combining different instruments to form mixed ensembles.

MY YEAR 6 MUSIC PASSPORT:

TERM 1

TERM 2

TERM 3

SINGING

I can sing a broad range of songs, including those with a syncopated rhythm, with a strong sense of ensemble and performance.

I can sing 3 or 4 part rounds and partner songs from different positions within the group.

I can perform a range of songs in school assemblies and to a wider audience, singing musically and responding to performance directions.

LISTENING

I can listen to short extracts of different pieces of music and think about what the music might be describing.

I can talk about the key features of music, including tempo, instrumentation, dynamics, melody. I can pick out and perform syncopated rhythms.

I can compare different pieces of music using key features, and recognise and appraise some previous years' core listening pieces.

COMPOSING

In small groups, I can create music with multiple sections with contrast and repetition.

I can use chord changes as part of an improvised sequence.

I can extend improvised melodies beyond eight beats over a fixed groove, creating a good melodic shape.

MUSICIANSHIP/ PERFORMANCE

I can play a melody with a range of an octave from written notation, making decisions about dynamics, using semibreves, minims, crotchets, quavers, semiquavers and their rests.

I can accompany melodies with an octave range using block chords or a bass line. I can play offbeat and syncopated rhythms.

I can perform with others in ensembles, taking turns between melody and accompaniment.